

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

AGENDA

Board of Trustees' Meeting – Tuesday, July 16, 2013

Closed Session 4:30pm

- 1.0 Call to Order/Roll Call
- 2.0 Approval of Agenda **Action**
- 3.0 Pledge of Allegiance
- 4.0 Public Comment
- 5.0 Closed Session
 - 5.1 Consideration of expelled student #019899 from Oceanside Unified School District to attend Pacific View Charter School (Ed Code 48918)
- 6.0 Report Out To Public Action Taken In Closed Session
 - 5.1 Consideration of expelled student #019899 **Action**
- 7.0 Executive Director's Report **Information**
- 8.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

 - 8.1 Minutes from Board Meeting of June 24, 2013 **Action**
- 9.0 Action/Discussion Items
 - 9.1 Board Member Profile – Antoinette Renfroe **Action**
 - 9.2 Donations Received from CSUSM, Parent, Technology Training Foundation **Action**
 - 9.3 Organizational Meeting **Action**
 - Elections
 - Date
 - Time
 - Place
 - 9.4 Solar Panels **Information**

- 10.0** **Curriculum**
- 10.1** Topics in Earth Science Course Outlines A&B **Action**
- 10.2** Read 180 A&B
- This item amends the credits allowed to earn **Action**
- 11.0** **Closed Session**
- 11.1** Public Employee Performance Evaluation (Gov.Code 54957)
- Title: Founding Executive Director **Action**
- 12.0** **Report Out To Public Action Taken In Closed Session**
- 13.0** **Board/Staff Discussion**
- 14.0** **Adjournment**

8.1

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation
3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

Board of Trustees' Meeting - Tuesday, June 24, 2013
Board Minutes

1.0 Call to Order/Roll Call- President Gleisberg called the meeting to order at 9:07am with 1st Vice President Walters and Board Trustee Miller present

2.0 Approval of Agenda - Moved by President Gleisberg and seconded by Trustee Walters to pull Item 13.1 and place on the July agenda.

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

3.0 Pledge of Allegiance- President Gleisberg led the Pledge of Allegiance

4.0 Introductions- Don Thiele, Curriculum Coordinator, Sandy Benson, Business Consultant, Lori Bentley, Business Services Technician

5.0 Public Comment - None

6.0 Executive Director's Report

- ✚ Our main focus is on students registering
- ✚ At this time we have 480 students registered, 116 students scheduled to come in this week and 60 families we have contacted and left messages to return calls for registration appointment
- ✚ Families are continuing to pre register online
- ✚ We feel that by participating in events around the county it has helped keep our name in the community

7.0 Treasurer's Report For Period Ending May 31, 2013

- ✚ No changes in the budget
- ✚ 36% of revenue not received and 16% of expenditures not expended
- ✚ We have budgeted conservatively to make sure we can meet our expenses with the deferrals

8.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

8.1 Minutes from Board Meeting of May 21, 2013

Moved by President Gleisberg and seconded by Trustee Miller to approve the minutes as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.0 Action/Discussion Items

9.1 The Second Public Hearing for Education Protection Account was opened at 9:16am. There was no public comment and the hearing was closed at 9:17am

Moved by President Gleisberg and seconded by Trustee Miller to approve the Education Protection Account as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.2 Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the 2013.2014 Proposed/Adopted Budget as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.3 Moved by Trustee Miller and seconded by President Gleisberg to approve the School Services Agreement School Year 2013.2014 as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.4 Moved by President Gleisberg and seconded by Trustee Miller to approve the Harry Hamernik Contract as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.5 Moved by 1st Vice President Walters and seconded by Trustee Miller to approve the CSBC Independent Contractor Agreement as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.6 Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the Method Education Marketing Agreement as presented

AYES: Gleisberg, Miller, Walters
NOES: None
ABSTAIN: None

9.7 Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the Vacation Policy as presented

AYES: Gleisberg, Miller, Walters
NOES: None
ABSTAIN: None

9.8 E-rate Funding Commitment Letters

- ✚ Information represents the rates we will receive
- ✚ Thank you to Lori and John who have taken on the responsibility of attending training and now monitor this project
- ✚ Lori and John make sure that the forms are completed and filed prior to the deadline
- ✚ The discount we receive is funded by the Universal Fee paid by the public
- ✚ The amount we receive is driven by our Economically Disadvantaged student count

9.9 Moved by President Gleisberg and seconded by Trustee Miller to approve the Revised Crisis Plan School Year 2013.2014 as presented

AYES: Gleisberg, Miller, Walters
NOES: None
ABSTAIN: None

9.10 Moved by Trustee Miller and seconded by 1st Vice President Walters to approve the PVCS Injury & Illness Prevention Program as presented

AYES: Gleisberg, Miller, Walters
NOES: None
ABSTAIN: None

10.0 Facilities

10.1 SRI Architectural Proposal

- ✚ We are not obligated to bid for Architectural designs
- ✚ White Construction requires architectural design before giving us a proposal for construction
- ✚ Both White and Watkins have great references and have experience with school construction
- ✚ We will need to have Blue Prints for contractors to review before we can solicit bids
- ✚ We are required to solicit three construction bids

- ✚ In light of Board discussion staff was directed to move forward with securing an Architectural plan from SRI for eOccupancy

10.2 Moved by President Gleisberg and seconded by Trustee Miller to reject the Watkins Landmark Construction Proposal as presented

AYES: None

NOES: Gleisberg, Miller, Walters

ABSTAIN: None

10.3 Moved by President Gleisberg and seconded by Trustee Miller to approve the Stop the Sun Contract as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

11.0 Curriculum

11.1 Moved by President Gleisberg and seconded by Trustee Miller to approve Items

11.1 thru 11.4 as presented

Careers 1&2 Course Outlines

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

11.2 Pre-Algebra A&B Course Outlines

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

11.3 Geometry A&B Course Outlines

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

11.4 Algebra 2 A&B Course Outlines

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

11.5 Student Achievement

- ✚ Renaissance is our student assessment tool

- ✚ Tier 1 student at benchmark, Tier 2 student being watched closely, Tier 3 student in Intervention, Tier 4 student in Urgent Intervention

- ✦ 46.1% of the Tier 4 students showed grade level growth but are still in Urgent Intervention, 42% of the Tier 3 students move to Tier 2 (on watch), 50% of Tier 2 students moved to Tier 1 benchmark
- ✦ We are researching ideas of what we can do to help the students at the benchmark level to continue to grow. These are our high performers
- ✦ These results for our first year with this tool shows the investment of time and support have made a big difference for our students
- ✦ Thank you to Gayl for doing an excellent job in tracking the data in Read 180 and Star Enterprise for us to analyze

12.0 Personnel

12.1 Moved by President Gleisberg and seconded by 1st Vice President Walters to approve the 2013/2014 Executive Leadership Salary Schedule as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

13.0 Closed Session- Removed from agenda until the July meeting

13.1 Public Employee Performance Evaluation (Gov.Code 54957)

Title: Founding Executive Director

14.0 Report Out To Public Action Taken In Closed Session

15.0 Board/Staff Discussion

- ✦ Jon Walters asked about the possibility of solar panel for energy
- ✦ Sandy will check our insurance for any conflict with warranties on the roof. She will report back to the Board

15.0 Adjournment- President Gleisberg adjourned the meeting at 11:14am

9.1

BOARD MEMBER PROFILE

Thank you for your interest in our board. We look forward to having you share your experience, skills and background with us. By providing us with the following information, you will assist us in creating a partnership that is mutually beneficial.

Name: *Antoinette Renfro*

Home Address:

Home Phone:

Office Address:

(Please mark the address you would like us to use for mail and other written communication)

Office Phone:

E-Mail: *a*

How are you familiar with our organization? Do you have any relationships with current board members or employees?

*My son attends school there presently - 12th grade
No relationships other than his supervisory teacher*

What would you hope to help us accomplish as a member of the board?

*Give a parents perspective of insight and
learn from the experience*

How do you view the role of a board member? Discuss your approach to governance and commitment and the importance of meeting attendance.

It is an important role with the added bonus of making a commitment.

What specific skills or experience would you most like to share with us as a potential board member?

I have many skills dealing with the public communication skills, working with parents as a pre-K teacher and the community.

What is your educational philosophy?

You will never regret gaining an education

Educational background (please include schools/institutions, city/state, degree(s) – also continuing education):

AA in Child development
Pursuing BA in Behavioral Science

What is your current occupation? (Please include a brief statement of duties.)

Activity Director

Work with senior citizens in a community that assists them with living. Run their social programming & outreach to the community

Boards on which you serve or have served:

Organization:

HOA

OUUSD Reynolds

pregnancy Resource Center

Type of Involvement:

vice president - Treasurer

Board member

Volunteer as a group teacher

Community and professional organizations:

Organization:

Type of Involvement:

Please provide the names of three references not affiliated with our organization:

1. Sherrie Canale S
2. Lindsay MacEwing
3. Samantha Carbonneau

Which specific committees interest you?

Public Relations Fund Development New Program Development

Marketing Other (please describe below)

Really I don't mind being utilized where needed if I am available.

9.2

PACIFIC VIEW CHARTER SCHOOL

Board of Trustees Meeting
July 16, 2013

Acceptance of Items Donated to Pacific View Charter School

Background Information

The following items have been donated to the School. In accordance with the School's Fiscal Policy-G Fundraising, Grant Solicitation and Donation Recognition this donation is being presented for acceptance by the Board of Trustees on behalf of the School.

Donor	Description/Conditions Restrictions/Compliance Requirements	Value
California State University San Marcos	8 Dell Towers with Monitors, Keyboards and Mice	Estimated Value \$1600.00
Technology Training Foundation of America	8 Dell Computer Towers with Monitors, Keyboards and Mice	Estimated Value \$1600.00
Nadia Galash	Personal Check	\$100.00
	TOTAL VALUE	\$3300.00

The staff is recommending the Board accept this donation on behalf of the school.

10.1

Pacific View Charter School Course Outline

Course Title: Topics in Earth Science A

Course #: 1114

Department: Science

Prerequisite: None

Credits: 5

Course Description:

Topics in Earth Science A is designed to engage the student at a deeper level with current events and concerns related to Earth Science. Students will investigate the greenhouse effect on natural systems, the ozone layer, and California's fresh water supplies and uses. Through data analysis, demonstrations, and audio/visual media, the student will experience the branches of Earth Science with an emphasis on human's use of resources and impact on the environment especially as related to California.

Student Outcomes: The students will be able to:

1. Read and analyze multimedia and print text critically to understand the symbiotic relationship between humans and nature.
2. Demonstrate an understanding of the influence of humans in utilizing and renewing Earth's resources and the complex relationship between humans and their environment.
3. Gain an understanding of the greenhouse effect, the ozone layer, and fresh water supplies and uses.
4. Acquire and use scientific vocabulary critical to the understanding of complex global environmental issues and their impact on the citizens of California including chlorofluorocarbon, inversion layer, indicator species, stakeholders, climate change, natural systems, and paleoclimatology.
5. Gather, comprehend, evaluate, synthesize, and report on information and ideas related to the interaction of humans and their environment.
6. Use scientific research to construct effective arguments for and against proposed environmental regulation.
7. Conduct original research in earth science topics such as desalination, waste water management and recycling or "toilet to tap."
8. Complete a digital presentation utilizing multimedia formats such as screencasts, podcasts, vodcasts, annotated maps, and Google sites incorporating information gathered from the course and independently researched sources.

Assessment: Assessments of student outcomes will be based on homework, exams, essays, and projects.

Instructional Materials: Education and the Environment Series from the California Environmental Protection Agency (available as downloaded PDF or online).

Board Approval:

Pacific View Charter School Course Outline

Course Title: Topics in Earth Science B

Course #: 1115

Department: Science

Prerequisite: None

Credits: 5

Course Description:

Topics in Earth Science B is designed to engage the student at a deeper level with current events and concerns related to Earth Science. Students will investigate the carbon cycle, ocean currents, biomes including rainforests and deserts. Through data analysis, demonstrations, and audio/visual media, the student will experience the branches of Earth Science with an emphasis on human's use of resources and impact on the environment especially as related to California.

Student Outcomes: The students will be able to:

1. Read and analyze multimedia and print text critically to understand the symbiotic relationship between humans and nature.
2. Demonstrate an understanding of the influence of humans in utilizing and renewing Earth's resources and the complex relationship between humans and their environment.
3. Gain an understanding of the ocean and ocean currents, carbon cycle, and the biomes of the rainforest and the desert.
4. Acquire and use scientific vocabulary critical to the understanding of complex, global environmental issues and their impact on the citizens of California including thermocline, vertical layering, carbon footprint, gyre, and salinity.
5. Gather, comprehend, evaluate, synthesize, and report on information and ideas related to the interaction of humans and their environment.
6. Use scientific research to construct effective arguments for and against proposed environmental regulation.
7. Conduct original research in earth science topics such as alternative energy systems, solar devices, electric cars and the oceans as a biological pump.
8. Complete a digital presentation utilizing multimedia formats such as screencasts, podcasts, vodcasts, annotated maps, and Google sites incorporating information gathered from the course and independently researched sources.

Assessment: Assessments of student outcomes will be based on homework, exams, essays, and projects.

Instructional Materials: Education and the Environment Series from the California Environmental Protection Agency (available as downloaded PDF or online).

Board Approval:

10.2

Pacific View Charter School Course Outline

Course Title: Read 180 A

Course #: 1112

Department: Electives

Pre-requisite: None

Credits: 5 (May be taken for a total of 10 credits)

Course Description: Read 180 is a comprehensive system for raising reading achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Read 180 prepares students to read, write, speak, listen, and use language in a variety of content areas and contexts. Read 180 helps students build independence in the following domains: Build independence as readers, Speak confidently and listen critically, write critically and effectively, and encounter worldviews.

Student Outcome: The student will be able to:

- 1) Read and analyze multimedia and print text critically.
- 2) Demonstrate a command of Standard English and choose precise academic language.
- 3) Build knowledge through the selection and comprehension of increasingly complex informational and literary texts.
- 4) Acquire and use a wide-ranging vocabulary.
- 5) Gather, comprehend, evaluate, synthesize, and report on information and ideas.
- 6) Use evidence to construct effective arguments.
- 7) Conduct original research in order to answer questions or solve problems.
- 8) Analyze a variety of cultures and viewpoints.
- 9) Evaluate other points of view critically and constructively.
- 10) Understand and aspire to a successful career path in a competitive world.

Assessment: A Universal Screening Assessment determines reading level and places students in the appropriate level in the program. Ongoing diagnostic and formative assessments assess student performance and fluency in reading, vocabulary, and spelling. Writing assessments test students' understanding of writing skills addressed in whole- and small-group instruction. Performance-based assessments test students on college and career skills and strategies and on the application of higher order thinking and cross-text analysis skills.

Instructional Materials: READ 180 Next Generation Reading Intervention Program rBook and LBook

Board Approval: 6/19/2012

Amended:

Pacific View Charter School Course Outline

Course Title: Read 180 B

Course #: 1113

Department: Electives

Pre-requisite: None

Credits: 5 (May be taken for a total of 10 credits)

Course Description: Read 180 is a comprehensive system for raising reading achievement. The curriculum meets students where they are and is designed to accelerate them to grade level and beyond. Read 180 prepares students to read, write, speak, listen, and use language in a variety of content areas and contexts. Read 180 helps students build independence in the following domains: Build independence as readers, Speak confidently and listen critically, write critically and effectively, and encounter worldviews.

Student Outcome: The student will be able to:

- 1) Read and analyze multimedia and print text critically.
- 2) Demonstrate a command of Standard English and choose precise academic language.
- 3) Build knowledge through the selection and comprehension of increasingly complex informational and literary texts.
- 4) Acquire and use a wide-ranging vocabulary.
- 5) Gather, comprehend, evaluate, synthesize, and report on information and ideas.
- 6) Use evidence to construct effective arguments.
- 7) Conduct original research in order to answer questions or solve problems.
- 8) Analyze a variety of cultures and viewpoints.
- 9) Evaluate other points of view critically and constructively.
- 10) Understand and aspire to a successful career path in a competitive world.

Assessment: A Universal Screening Assessment determines reading level and places students in the appropriate level in the program. Ongoing diagnostic and formative assessments assess student performance and fluency in reading, vocabulary, and spelling. Writing assessments test students' understanding of writing skills addressed in whole- and small-group instruction. Performance-based assessments test students on college and career skills and strategies and on the application of higher order thinking and cross-text analysis skills.

Instructional Materials: READ 180 Next Generation Reading Intervention Program rBook and LBook

Board Approval: 6/19/2012

Amended: